LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

Individual School Plan For Tier I Schools
*Transformation Model – **This document contains feedback from the OPI review team.***

School Name:	Frazer High School	**Tier:**	I
District:	Frazer	**Intervention :**	
Principal's Name:	Mr. Larry Parker	**Phone: (406)**	695-2241
Principal's Email:	lparker@nemont.net	**Fax: (406)**	695-2243

B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

X☐ **CRT Data** – Attach the analysis of the NCLB Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 that show CRT results for this school for all students as well as subgroups.

X☐ **Attendance and Graduation Rates** - Include a copy of the School Report Card for 2008-2009 that shows the attendance and graduation rates by subgroup.

X☐ **ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

OPI can provide LEP/ELP data and this is a required component of this grant.

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2007-2008				
2008-2009				

X☐ Did this school have one or more **Scholastic Reviews** by an OPI site visitation team? What year(s)?   **Yes 2006, 2009**

X☐ Has this school completed any of the **Correlate Categories** from the **5YCEP**? If so, indicate what categories and attach results. 2010-11 CSI (5YCEP) was not received by the OPI.

Additional Areas to Consider for Data and Need Analysis: Check the box for each type of additional data or information that was used to consider the school's needs and choose the intervention approach.

Demographics	Curriculum
X☐ enrollment	X☐ alignment with MT standards & ELEs
X☐ drop-out Rate	X☐ research-based
X☐ ethnicity	X☐ implemented with fidelity
X☐ grade level	X☐ schedule for review & revision of curriculum
X☐ discipline incidents	X☐ assessment data used to identify gaps
X☐ other:Student attendance,	X☐ review process to determine if meeting needs of all students

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

Instruction
- X effective and varied instructional strategies
- X instruction is aligned to MT ELEs
- X instruction is differentiated
- X system for timely & early interventions for low-performing students
- X teachers communicate high expectations to students
- ☐ other:

Assessment
- X aligned with MT standards & ELEs
- X data from classroom assessments guides instruction
- X universal screening data for all students
- X progress Monitoring data
- X other Formative Assessments
- X teacher observations
- ☐ other:

Professional Development
- X student achievement data determines pd priorities
- X professional development is job embedded
- X teacher evaluation process is aligned to research-based teacher standards
- X teacher evaluation process consistently applied
- X teachers receive ongoing & systematic feedback to improve instruction
- X teacher mentoring program
- ☐ other

Supportive Learning Environment
- X effective classroom management strategies
- X schoolwide behavior standards
- X attendance policy
- X cultural awareness and understanding
- X extended learning opportunities
- X effective school-parent communication
- X parent & community engagement
- X Social & emotional services & supports
- X physical facilities safe & orderly
- ☐ other:

Other
- X master schedule & classroom schedules
- X perception surveys of teachers, parents, or students
- X implementation data for specific program or process
- X administrator and teacher experience & qualifications
- X policies & procedures facilitate learning
- X teacher turnover & attendance rates
- X School improvement plans, Title I plans, grant application plans, etc.
- ☐ other:

Leadership
- X facilitate development & implementation of school goals
- X analyze student assessment data
- ☐ leaders assist staff in understanding & using formative & summative assessment data
- X leaders monitor delivery of instruction
- X leaders monitor implementation of school improvement plan
- X leaders ensure staff trained in MT ELEs
- X leaders have support from district office or others

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

For each type of data analyzed or area of need checked, including the CRT data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table): Most of this section is 'plans' rather than analysis of 'needs'.

Data Analyzed	Observations (Describe needs determined from data)
CRT data	Progress is demonstrated in reviewing grade level cohort data. Continue looking at data with fidelity and assure appropriate programs are implemented by all staff. Address flexible grouping and differentiated learning for all interventions.
Graduation Rate	Early intervention, on-line courses, better curriculum planning to offer courses that fit the needs of all students, transitional training, and local and international role model speakers chosen by the Frazer School District SIG team
Attendance Rate	Attendance records. Chronically absent students, perfect attendance incentives (ie: letterman jackets, class rings, gift cards)
ELP Assessment	NA
Scholastic Review or Correlate Review	Rigorous curriculum to state standards implemented consistently to all students and linked to life situations. Build cultural awareness across all grades. Use multiple assessment strategies, teacher collaboration. Employ a variety of instructional strategies and professional development to support. Incorporate and update K-12 technology and textbooks at scheduled times, supplemented by SIG grant as needed. Use a variety of assessments. Formal and informal recognition of staff and students. Policies consistently and equitably enforced. Data fully analyzed and used to drive budget decisions and instruction. Minimize classroom interruptions. The need for paraprofessionals should be reviewed frequently to develop appropriate professional development. School performance data should be analyzed to assist with needs and identify achievement gaps.
Demographics	96% of students are Native American, many of which are transient students. Economically disadvantaged percent is high, creating a need to be more culturally sensitive to their learning styles.
Curriculum	OPI will support training and financial resources for staff in the new language arts and math curriculum. Adequate materials will be provided with reasonable surplus to accommodate transient students. Adequate notice of curricula training and supplies will be provided in a timely fashion. Updated technology to accommodate the newly adopted and existing curricula will be provided. Upgrading maintenance of equipment and upgrading software licenses need to be kept up to date. Expanded cross curricular implementation of ITV/Vision Net will be utilized. Reinstate Waterford and SuccessMaker Programs for intervention and supplementation in K-8 Reading & Math. This can be used for remedial programs in the high school.
Instruction	Modeling for instructional strategies and best practices will be implemented by OPI with collaboration of teaching staff. Collaboration time has been scheduled and utilized by the K-12 staff. Implement MBI, RTI and I Understand. Vertical communication and collaboration needs to continue and increase. Team building needs to be student focused.
Assessment	Benchmark assessment has been developed for the jr. high and high school. Staff training on formative and summative assessment including rubrics and evaluating student work needs to be provided. Implement AIMS web or similar program as selected by the Frazer SIG team and continue the use of DIBELS tracking to monitor student progress with funding to be provided by OPI SIG grant. The data will be utilized to drive instructional practices.
Supportive Learning Environment	All staff and students need to treat each other with respect and dignity. Team building needs to be student focused. Implementation of I Understand has begun. Two follow up sessions are planned for later in the year, funding to be provided through SIG grant.
Professional Development	See plan: Page 6 and 7.
Leadership	Be open-minded. Provide support for new administration, teacher leaders, teachers and staff. Positive feedback for all. Consistency in implementing policies and procedures.
Other:	Vocabulary development across the curriculum. Continue with vocabulary expansion with all students with signs placed on paper on the walls.
Other:	Include Head Start for Trainings. See page 7.
Other:	

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state's assessments in both reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school's progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.) This portion needs to be completed.

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/Language Arts	**5 YCEP Attached**				
Math	**5 YCEP Attached**				
Graduation Rate	**5 YCEP Attached**				

B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL

TRANSFORMATION MODEL

*NOTE: Each required activity **must** be addressed.*

(1) Developing and increasing teacher and school leader effectiveness.

    (i)   Required Activities

Frazer District's replacement was taken care through a retirement of former superintendent/ principal.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
A) Replace the principal who led the school prior to commencement of the transformation model.	School Board	July 1, 2010	July 1, 2010

Describe how the district will replace the principal as part of the school's transformation model. The newly hired superintendent is acting as high school principal as well as superintendent.

In the case of a school that has replaced the principal within the last two years, describe other elements of this transformation effort that have been implemented during that time. NA

What capacity does the district have to replace the principal? The school board of trustees has the responsibility to hire and fire staff.

What barriers exist to replacing the principal and how will these be overcome? Due to the previous superintendent retiring, there were no barriers.

Action Steps/Person responsible for each step/Date each step will be done: July 1, 2010 school board hired new superintendent. SIG team meetings and staff development trainings during July and August

2010.Staff development will continue throughout the duration of the grant and beyond. Adjustments will be made as events occur and needs arise.
Resources: SIG team, OPI, Staff development, MEA/MFT, community members, school board, families, Tribal resources, Fort Peck Community College, ITV/Vision net, Wellness programs, including on site school nurse, Alta Care, resource officer, National Relief Charities, SLATE grant, etc.
Milestones/Assessment/Evidence: New administration has been attained. SIG grant team has worked all summer to develop schedules and goals. Leadership team continues to meet and develop plans. Pre and post tests have been established and administered. SIG team attended trainings in June and July. We are moving forward with our plans and have attendance rosters for those who attended the trainings. English, Language Arts, Resource teacher and Math teachers have attended trainings in Billings and on site. Transformational leader, instructional leader, school board coach are all in place as of September 2010.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
B) Use rigorous, transparent, and equitable systems for evaluation of teachers and principals that take into account data on student growth and are designed and developed with teacher and principal involvement. This is a required part of this federal grant and all related expenses are figured into the main overall OPI budget for SIG. The OPI will reimburse the district for the third-party evaluator as part of the SOPPAS system. Orientation will be provided by the OPI.	Administration and outside evaluator chosen by the district	October 2010	Ongoing and reviewed Annually

Describe the planned evaluation system for teachers. SOPPAS Evaluation Tool as designed by SIG School Evaluation Team Members.
Describe how the district will take into account data on student growth as a significant factor in improvement for teacher evaluations. See SOPPAS Evaluation Tool
How will multiple observation-based assessments of performance be utilized at the school for evaluation of teachers? See SOPPAS Evaluation Tool
How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for teacher evaluations? See SOPPAS Evaluation Tool
Describe the planned evaluation system for the principal. See SOPPAS Evaluation Tool
Describe how the district will take into account data on student growth as a significant factor in improvement for the principal evaluation. See SOPPAS Evaluation Tool
How will multiple observation-based assessments of performance be utilized at the school for evaluation of the principal? See SOPPAS Evaluation Tool
How will ongoing collections of professional practice reflective of student achievement and/or increased high school graduation rates be utilized for the principal evaluation? See SOPPAS Evaluation Tool
What capacity does the district have to implement a new evaluation system for teachers and the principal? MOU between the Education Association and the district.
What barriers exist to implementing this new evaluation system and how will these be overcome? This has never been used here and we are unaware of the requirements. Training needs to be given to what

is needed and required documentation.
Describe how teacher and principal input was or will be used to design and develop these teacher and principal evaluation systems. Developed by SIG School Team members.
Action Steps/Person responsible for each step/Date each step will be done:
Resources:
Milestones/Assessment/Evidence:

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Identify and reward school leaders, teachers, and other staff who have increased student achievement and /or high school graduation rates and remove those who, after ample opportunities to improve, have not done so. The OPI has state-level academic achievement award funds identified for this component.	Administrator SIG TEAM	Oct 2011	Ongoing

Describe the process the district will use to identify and reward school leaders, teachers, and other staff (as applicable) who have increased student achievement and/or high school graduation rates. To be developed by the SIG Management Team.
Describe how staff will be removed who, after ample opportunities have been provided for them to improve their professional practice, have not done so. SOPPAS Evaluation Tool and CBA
What capacity does the district have to implement a new reward system and removal system for teachers, school leaders, and other staff? MOU between Association and School Board
What barriers exist to implementing this new reward and removal system and how will these be overcome? We need funding clarification,
Action Steps/Person responsible for each step/Date each step will be done: All of the steps above, SIG Management Team, Administration, Fall of 2011
Resources: SIG Grant,
Milestones/Assessment/Evidence: Working on developing an incentive system. System will be implemented once completed.

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Provide staff ongoing, high-quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teaching & learning and have the capacity to successfully implement school reform strategies. This is a required part of this federal grant and all related expenses are figured into the main overall OPI Budget for SIG. The question was not addressed by listing of activities alone.	Superintendent Parker, OPI Instructional Leader, Frazer PD Committee, Transformational Leader & Coach	7-21-10	June 2011

Describe any strategies to be implemented to provide staff professional development that is ongoing and job-embedded (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the community served by the school, or differentiated instruction). (Add rows as needed to use a separate row for each specific activity or strategy.)

OPI English/Language Arts: July 21-23, OPI

OPI Math 7-9th, July 28-30, OPI

Board Retreat: July 30, 31st Sherman Inn: Organized by Mr. Parker

OPI Math 9-12, August 2-4 OPI

Frazer PD for all Staff: Oncourse, School Master, Smart Board usage, Confidentiality, Superintendent staff orientation, Cultural Awareness: August 16

OPI trainings: MBI/OPI: Ayers U of M Trauma, CDI team building, Steve York, teacher observation, Marco Ferro MEA, Carmen Nelson Professional Learning Communities, Curriculum Specialist: August 17, 18, 19.

I Understand: August 23: 2 Follow-up dates to be determined

Teacher Preparation, Sub/Para training and orientation: August 20 or 24

CRT, iWalkthrough, data review: August 20

Denise Juneau: Presentation on School of Promise: August 25th

AIM training for office staff: to be decided by OPI

Take One: offered to staff optional for person/professional development

MEA Days: All staff will attend professional conferences, expenses to be paid by OPI SIG Grant

2010 Montana Reading and Instructional Institute: August 2-4th

Parent Training/child development: to be researched and scheduled

OPI follow up: January 2011 date to be determined

Professional Learning Community: possible book studies to be determined: Rick Smith Conscious

Classroom Management, Enhancing Rti: How to ensure success with effective classroom and intervention; Advancing Formative Assessment in Every Classroom: a Guide for instructional leaders by Connie Moss

Web site training: decided by business teacher

Mentoring New Teachers: OPI August 9-11th

Leadership Team: training on roles and responsibilities as a School of Promise School team

Leadership Team: regular ongoing leadership training

Larry Lezotte: School Improvement training: October 7-8, November 9-10, Designated Leadership team to

attend-from SIT Money

Board Training: MSBA   check dates

Augmentative communication device training: date to be determined

****Include Head Start in Trainings

Inquiry based Instruction training SIG grant funding.

Updates to all staff regarding School of Promise plan by the Leadership Team: October 15th

PIR days in Hardin on Corrective Reading   week of Sept 27, 2010

How will the professional development be designed with input from school staff? Needs assessment completed and used for PD planning, Professional Development Team

---

What capacity does the district have to provide professional development that is closely aligned with the instructional program, and will be geared to the specific needs within this school?

Jim Decoteau for Smart Board Utilization

Survey staff for strength/what can the staff offer in terms of their strengths and knowledge?

Bridging the Gap/ tech team: how to use technology in the classroom

Limited access to ITV (Special needs children having priority)

Consider MBI implementation and utilize Kevin Murphy as a resource/consultant or behavioral consultant

---

What barriers exist to implementing these professional development strategies and how will these be overcome? 1)Lack of communication among staff, parents, students, school board and community: Action steps: provide adequate prior notice to everyone and make parent lounge available and welcoming-computer, bulletin board, food, etc. Person responsible: Mr. Parker and all involved parties Dates: Ongoing

2)Lack of plan and follow up on commitment: Action Plan: plan to be provided by the PD committee Person responsible: PD committee: Date: by September 1, 2010.

3) 2 day required Professional development MEA dates: Action plan: alternative if not attending and verification of attendance Person responsible: Mr. Parker Date: by September 2010

4) Time for professional development: Action plan: alternative strategies needed to be developed without taking away instructional time: Mr. Parker and professional development committee: date by September 2010

5) Cost of professional development: Action Plan: Money from SIG grant for training. Clerk and Mr. Parker on going as needed.

6) Lack of training schedule from OPI: Action Plan: OPI will provide timely notice: person responsible: OPI staff Date: 45 days ahead of time, summer trainings: known dates available long prior to summer/March 1st in order ofr adequate planning time

We have established a 3-year timeline for all SIG-related components and events and we will roll that out in early 2011.

7) Lack of Wireless, lack of Printer availability and networking, Microsoft licenses, software availability and updated site licenses for all curricula student needs as determined by classroom staff Action Plan: re-evaluate tech support provider and update technology hardware. Order document projectors, scanners or document cameras. Consider tech committee to be informed and inform all staff. See tech plan: Responsible: Tech committee: Dates: ongoing

8) Lack of documentation: Action Plan: Binder set up- keep in office and expect all staff to turn in any documentation or appropriate records on a consistent and timely manner. Dates: Ongoing

---

Action Steps/Person responsible for each step/Date each step will be done: See above section.

Resources: Professional Development committee, need assessments, designated speakers/trainers(utilize staff strengths), OPI personnel, district administration, SIG money, adequate facility for presentations, well developed calendar, wireless school wide connection and no hidden pockets and available at teacher housing, Bridging the

---

Gap grant resources (technology), Utilize SIG money to purchase professional development books.
Milestones/Assessment/Evidence: August and Sept PD has been completed, October PIR days are planned, effectiveness will be assessed after 2010-2011 implementation.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(E) Implement such strategies as financial incentives, increased opportunities for promotion and career growth, and more flexible work conditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of the students in a transformation model. All items as stated below are currently not fundable, however through collaboration with OPI, MEA-MFT, and the local Labor/Management Team may be considered.	Administration, SIG TEAM	Oct 2011	Ongoing

Describe the ways in which staff will receive financial incentives for achievement gains at this school. All teachers, K-12, will receive a $500 - $1000 bonus for at least a 10% raise in scores. $500 for Safe Harbor, $1000 for AYP. Percentage of bonus will be determined by the increase in school scores. Funding to be provided through the SIG grant.
Describe the ways in which staff will be provided opportunities for promotion and career growth. Funding will be provided for curriculum specific in-service by the SIG grant. District or SIG will provide funding for staff to increase Highly Qualified rating. Professional leave will be granted beyond the five days provided by the district, substitute pay for the additional days to be funded by the SIG grant.
Describe any flexible working conditions designed to recruit, place, or retain staff that will be implemented. Financial compensation will be given (at the hourly rate of the teacher) for anyone going beyond the school day instructing students. Covering a class to allow ITV/Web Cast/ or any other distance learning opportunities to gain Highly Qualified Status for teachers. Advertise the availability of further certifications offered to staff including Take 1 and National Board Certification.
How will the district actively seek to retain staff with the skills needed to make achievement gains at this school? Offer incentives for all certifications they hold. Providing or reimbursing funds for Praxis testing. All teachers who have signed a contract will receive a $500 sign on bonus funded by the SIG grant. Continue to provide MEA compensation for professional development during this time. Continue to provide teacher housing and provide adequate upkeep of facilities.
What capacity does the district have to implement new strategies for recruitment and retention of staff with the skills necessary to meet needs of the students in a transformation model? Making sure they are already highly qualified and Montana certified. Background checks need to be done. Maintain a competitive salary and benefits package. Provide support during the first year (mentorship).
Action Steps/Person responsible for each step/Date each step will be done: Administration, School Board, SIG Team, Hiring committee. This is an ongoing process.
Resources: SIG Grant, General Fund, Professional Development Fund, Title monies. E-rate Grant, E Grants and other grants as they are obtained.
Milestones/Assessment/Evidence: Competitive salary and benefit packages, Housing availability, bonuses, CRT gain, moving expenses, Student loan repayment, Certified Staff/ Retention of primary and secondary staff, student academic gains due to retention of staff.

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

(1) Developing and increasing teacher and school leader effectiveness.
(ii) Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Providing additional compensation to attract and retain staff with the skills necessary to meet the needs of the students in a transformation school. (optional)			
Describe any additional compensation that will be provided to attract and retain staff.			
What capacity does the district have to implement new compensation?			
What barriers exist to implementing new compensation and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Instituting a system for measuring changes in instructional practices resulting from professional development. (optional)			
Describe the system for measuring changes in instructional practices resulting from professional development.			
What capacity does the district have to implement the new system for measuring changes in practice?			
What barriers exist to implementing a new system for measuring changes in practice and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Ensuring that the school is not required to accept a teacher without the mutual consent of the teacher and principal, regardless of the teacher's seniority. (optional)			
Describe the process for ensuring that a school will not be required to accept a teacher without the mutual consent of the teacher and principal.			
What capacity does the district have to ensuring mutual consent?			
What barriers exist to implementing mutual consent and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

(2) Comprehensive Instructional Reform Strategies

(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Use data to identify and implement an instructional program that is research-based and vertically aligned from one grade to the next as well as aligned with state academic standards. The OPI is providing on-site staff support for these kinds of activities and will provide research-based supports throughout the grant period to assist the district in their efforts to provide rigor and relevance. Some of the items listed in "Milestones" are not appropriate to this section.	OPI and Instructional Coach	August 25, 2010	Ongoing with annual review, June 2013
Describe how the district will use data to identify an instructional program that is research-based. The data is monitored by the administrator leadership team (ALT) with support from OPI staff aligned to data gathering and distribution. Data trends were analyzed and discussed in order to identify major areas of strength and areas of concern. As a result of the review of all district data, achievement and otherwise, the district has agreed to implement research based instructional programs recommended by the Office of Public Instruction, Including Algebraic Thinking, Carnegie Learning Blended Curriculum and Corrective Reading, Bridges to Literature, and McDougal Littell Literature. Certified math and reading staff participated in the Survey of Enacted Curriculum (SEC).			
Describe how the district will ensure that the instructional program is vertically aligned from one grade to the next. The Prairie View Curriculum Consortium (PVCC) assists the Frazer School district with alignment of curriculum to the Montana State standards as well as common assessments. Curriculum specialists from the Montana Office of Public Instruction have aligned the newly acquired instructional programs in reading and math to the Montana State reading and math standards. Access to the core contact			

reading and math standards is available on the Montana Office of Public Instruction website.
Describe how the district will ensure that the instructional program is aligned with the Montana essential learning expectations. See Above. The state curriculum specialists have aligned the research based instructional programs to the Montana essential learnings. Additionally, OPI has provided all staff with pacing guides to support the implementation of the program. Additionally the district is part of the PVCC consortium and has support from the OPI instructional coach who will also assist staff with data collection, analysis and student placement (formative and summative) for remediation and enrichment. The district has spent considerable time over the 2009-2010 to organize school improvement teams, become more confident in the school improvement process overall, as well as conducted a complete data review. The Administrative Leadership Team (ALT) is responsible for the implementation of the research0based instruction through ongoing monitoring of all district assessments.
What capacity does the district have to identify and implement an aligned research-based instructional program? New Superintendent has been hired. The Superintendent along with the Frazer leadership team members will be responsible for the successful implementation of the research based instructional program.
What barriers exist to implementing an aligned, research-based instructional program and how will these be overcome? Developing a schedule to accommodate all students' needs was difficult and took time to accomplish. Training for the different programs has been provided and will continue to occur. Compensation for time will also be provided from OPI SIG grant. Interpretation of SIG grant and how it is applied. Improved communication between all stakeholders. School board action on issues that need their attention. Cooperation between all stakeholders.
Action Steps/Person responsible for each step/Date each step will be done: Collaboration time, meetings with board and involved parties, student active participation in classes, /Stakeholders, / Ongoing with completion at end of grant period or before.
Resources: SIG Grant, CRT test scores, Stakeholders, Mars Data, OPI website, DIBELS, AIMS web, Bridges, Corrective reading, Math classes, Aleks, PVCC materials, Administrative staff monitoring program implementation, SLATE grant, other grants as obtained, new programs,
Milestones/Assessment/Evidence: Acquisition and implementation of new programs, OPI consultants in house, I Understand training, Confidentiality training, Trauma training, MBI training, ITV training, training in new programs,/ test results showing growth of students, administrative involvement, teacher involvement, collaborative working, team building and monitoring of programs.

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Promote the continuous use of student data (such as formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students. *The question has not been appropriately addressed in this section. The OPI will provide ongoing resources and professional development for the 3-year implementation plan of the RTI model. Year 1 activities include implementation of core curriculum of reading, math and intervention programs. Additional activities will include differentiated instruction, progress monitoring, and formative assessment of instruction.*	School of Promise Leadership team, school counselor and OPI Instructional coach	August OPI scheduled assessment of all jr high/high school students	On going

Describe how the district will promote the continuous use of student data (formative, interim, and summative assessments) to inform and differentiate instruction in order to meet the academic needs of individual students.

Analyze CRT test results and item analysis to drive instruction

Analysis of student assignments and/or tests during cohort/collaboration meetings

Develop a benchmark assessment or choose one for jr high/high school

Use, update, and implement Aleks/or similar program (at district discretion) and reports generated from

Aleks/similar program to determine student progress, proficiency and make modification to instruction

Review and analyze OPI August assessment results for each student

Adequate differentiated instruction training, modeling and follow up for all staff

Purchase site license for Success Maker and Waterford for intervention purposes and the materials needed.

Upgrade for School Master, including the grade book and attendance portion

Based on student classroom assessments and test scores, use technology to meet the needs of all students

At this time, SIG does not have sufficient resources to fund programs and interventions for K-6/Tier III schools. Schoolmaster, which is a K-12 student information system, can be funded.

What capacity does the district have to continuously use student data (formative, interim and summative assessments) to inform and differentiate instruction?

The question has not been appropriately addressed in this section.

MontCAS Tests

Teacher evaluations of students

Samples of student work

Reports and data from Bridges, Corrective Reading, Aleks, Math I, Foundations, and any other computer generated programs.

What barriers exist to using student data to inform and differentiate instruction?

1) Time for evaluation and discussion: Action Step: Set aside time before school starts to address analysis of OPI data and MontCAS and ongoing discussions at cohort meetings Person Responsible: OPI Instructional coach and staff Date: August and on going

2) Time for planning for differentiated instruction-not only to figure out what is needed but to develop and plan lessons Action Step: Needs to be discussed during schedule planning required by SIG grant Date: Start discussion in August and ongoing.

3) Lack of training in data analysis Action Step: MontCAS Presents on-line training, FAME (formative assessment for Montana Educators) Dates: MontCAS Presents –available any time, FAME per OPI schedule September look also at other resources

4) Lack of commitment to change or implement new strategies based on analysis of data Action Step: Administration involvement, clear and concrete expectations, uphold the vision Pride, Tradition and Academic Excellence: Immediate and ongoing

5) Lack of assessment tools: Action Step: to be investigated Date: August 2010 and ongoing

6) Lack of vertical and horizontal alignment across and within grade levels   Action Step: Curriculum OPI assistance and training. Communication during cohort meetings   Date: Discussion in August and ongoing implementation

7) Inadequate infrastructure for new technology- not enough plug ins, no wireless   Action Step: Any issues should be communicated to Mr. Parker. Appropriate contractor to address issues   Date: Ongoing

 It is the OPI's understanding that you have a SLATE grant and we will work with the local district to determine future needs.

8) Not including the parent and important information regarding their children in data and important decisions   Action Step: Phone calls, letters, conferences, good news, invitations to special events at school, person to person communication at home or other location. Convey the importance of data

Date: Immediate and ongoing

Action steps/Person responsible for each step/Date each step will be done: See above.

Resources: SIG Grant, SLATE Grant, OPI, Administration, Stakeholders, leadership team, On Course System

Milestones/Assessment/Evidence: Collaboration time has been set, training in the new programs has occurred and is ongoing, new curriculum is aligned both horizontally and vertically, I Understand is upholding the vision statement, Automated notification phone service has been established, On Course System

(2) Comprehensive Instructional Reform Strategies

(ii). Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Conducting periodic reviews to ensure that the curriculum is being implemented with fidelity, is having the intended impact on student achievement, and is modified if ineffective. (optional)			
Describe how the district will conduct periodic reviews to ensure that the curriculum is being implemented with fidelity.			
Describe how the district will determine that the curriculum is having the intended impact on student achievement.			
Describe how the district will ensure that the curriculum is modified if found to be ineffective.			
What capacity does the district have to ensure that the curriculum is being implemented with fidelity, is having the intended impact, and is modified if ineffective?			

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

What barriers exist to ensuring that the curriculum is implemented with fidelity and is effective and how will these be overcome?
Action Steps/Person responsible for each step/Date each step will be done:
Resources:
Milestones/Assessment/Evidence:

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Implementing a school wide response to instruction/intervention (RTI) model. (optional) The OPI will provide ongoing resources and professional development for the 3-year implementation plan of the RTI model. Year 1 activities including implementation of core curriculum of reading, math and intervention programs. Additional activities will include differentiated instruction, progress monitoring, and formative assessment of instruction. Even though you don't designate this as one of your activities, the OPI will provide on-site staff support for these kinds of activities and will provide research-based supports throughout the grant period.			

Describe how the district will implement an RTI model at the school. Include a description of all tiers of instruction/intervention, the core curriculum for Tier I, the interventions and progress monitoring tools for Tier II, and the process for selecting interventions for Tier III. Include a description of the current status of RTI as well as enhancements/extensions to the model through this application.
What capacity does the district have to fully implement a school wide RTI model?
What barriers exist to fully implementing RTI and how will these be overcome?
Action Steps/Person responsible for each step/Date each step will be done:
Resources:
Milestones/Assessment/Evidence:

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Providing additional supports and professional development to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive environment and to ensure that limited English proficient students acquire language skills to master academic content. (optional)			

As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to support students with disabilities in the least restrictive

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

environment.	
As applicable, describe how the district will provide additional supports to teachers and principals in order to implement effective strategies to ensure that limited English proficient students acquire language skills to master academic content.	
What capacity does the district have to provide additional supports for students with disabilities and/or limited English proficient students?	
What barriers exist to providing additional supports for students with disabilities and/or limited English proficient students and how will these be overcome?	
Action Steps/Person responsible for each step/Date each step will be done:	
Resources:	
Milestones/Assessment/Evidence:	

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Using and integrating technology-based supports and interventions as part of the instructional process. (optional)			
Describe how the district will integrate technology-based supports and interventions as part of the instructional process.			
What capacity does the district have to integrate technology-based supports and interventions?			
What barriers exist to integrate technology-based supports and interventions and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(E) In secondary schools, increase rigor, improving student transitions, increasing graduation rates, and/or establishing early warning systems for at-risk students as described below. (optional)			
(1) As applicable, describe how the district will increase rigor by offering opportunities for students to enroll in advanced coursework (such as Advanced Placement; International Baccalaureate; or science, technology, engineering, and mathematics courses, especially those that incorporate rigorous and relevant project-, inquiry-, or design-based contextual learning opportunities), early-college high schools, dual enrollment programs, or thematic learning academies that prepare students for college and careers, including by providing appropriate supports designed to ensure that low-achieving students can take advantage of these programs and coursework.			

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

(2) As applicable, describe how the district will improve student transition from middle to high school through summer transition programs or freshman academies.
(3) As applicable, describe how the district will increasing graduation rates through, for example, credit-recovery programs, re-engagement strategies, smaller learning communities, competency-based instruction and performance-based assessments, and acceleration of basic reading and mathematics skills.
(4) As applicable, describe how the district will establish early-warning systems to identify students who may be at risk of failing to achieve to high standards or graduate.
What capacity does the district have to implement the above-described strategies?
What barriers exist to implement the above-described strategies and how will these be overcome?
Action Steps/Person responsible for each step/Date each step will be done:
Resources:
Milestones/Assessment/Evidence:

(3) Increasing Learning time and creating community-oriented schools
(i) Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Establish schedules and strategies that provide increased learning time that significantly increases the total number of school hours to include additional time for (a) instruction in core academic subjects, (b) instruction in other subjects and enrichment activities, and (c) teachers to collaborate, plan, and engage in professional development (as defined in Appendix A). No funds requested for this section. There is no correlation between plans outlined here and budget narrative.	Mr. Parker with assistance from Leadership Team and OPI	Operational 1st day of school August 25	Last day of school year June 2011

Describe how the district will establish schedules and strategies that provide increased learning time for instruction in core academic subjects. A draft schedule has been developed in collaboration with OPI and the Leadership Team and will be further refined before implementation which increases the time in Language Arts and Math. SEE ATTACHED.
Describe how the district will establish schedules and strategies that provide increased learning time for instruction in other subjects and enrichment activities A draft schedule has been developed in collaboration with OPI and the Leadership Team and will be further refined before implementation which increases the time in Language Arts and Math. SEE ATTACHED.
Describe how the district will establish schedules and strategies that provide increased learning time for teachers to collaborate, plan, and engage in professional development within and across grades and subjects. A draft schedule has been developed in collaboration with OPI and the Leadership Team and will be further refined before implementation which increases the time in Language Arts and Math. SEE ATTACHED.   **Next action step:** refinements and adjustments will be made to address the specific ongoing issues. **Date:** by August first day of school.

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

What capacity does the district have to establish schedules and strategies that provide increased learning time? Willingness of administration to allow staff Leadership Team to brainstorm and identify a schedule that will meet the specific needs of staff and students at Frazer Action step: 3 day work session held by the Leadership Team was very productive.   Date: July 14, 15, 16
What barriers exist to establishing schedules and strategies that provide increased learning time and how will these be overcome? Thematic units will be developed and discussed at collaborative planning time. **Date:** August 20th and ongoing. Person responsible: Leadership team, Mr. Parker, all staff
Action Steps/Person responsible for each step/Date each step will be done: See above
Resources: Professional training, scientific based research based information on scheduling and flexible grouping. OPI coaches, and trainings, Teacher appreciation incentives
Milestones/Assessment/Evidence: Collaboration time is set, advisory is also provided, training has been completed, /Assessment is ongoing, /improved student performance.

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Provide ongoing mechanisms for family and community engagement. The OPI Community Liaison has been hired, and he is supervised by the statewide Youth Community Outreach Coordinator and will have some funding for this purpose.	Community Resource person, Business teacher/class, Home school coordinator,	August 2010	Ongoing

Describe how the district will provide ongoing mechanisms for family and community engagement. Monthly newsletter and flyers will go out as needed, information will be put in the papers and on the radio, pamphlets will also be posted in strategic places. Newsletters from the nutrition grant also occur. Student activities related to this grant also occur. Parent teacher conferences, potlucks, community dinners, assemblies, word of day, phrase of the week in Nakona.
What capacity does the district have to provide ongoing mechanisms for family and community engagement? We have a Home School Coordinator, Community Resource is going to be hired, individual teacher websites for student/parent information provided, teacher involvement with students,
What barriers exist to implementing ongoing mechanisms for family and community engagement and how will these be overcome? Community Liaison person has not been hired as yet. Carryover of parents not feeling comfortable coming into the school. It has improved but needs to continue improving. We have a youth outreach coordinator. He has not been here as much as expected. Lack of communication of activities to the community. Need a local spot to put up notifications of events. Postage cost is a barrier.
Action Steps/Person responsible for each step/Date each step will be done: Hire Community Liaison as soon as possible. Superintendent, SIG team, Business teacher/class creating the newsletter, improve relationship with parents, more positive phone calls home, On-course, master calendar and website provides more connection with the parents. Continue providing more activities to incorporate parents in the school to encourage parents coming in to the school.
Resources: SIG grant, OPI
Milestones/Assessment/Evidence: Liaison position is posted and advertised. Sign in sheets track and show evidence based data at community activities.

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

(3) Increasing learning time and creating community-oriented schools
(ii) Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Partnering with parents and parent organizations, faith- and community-based organizations, health clinics, other State or local agencies (including tribal councils or Native organization), and others to create safe school environments that meet students' social, emotional, and health needs. (optional) The OPI Community Liaison will have some funding for this purpose.			

Describe how the district will partner with parents, organizations or agencies to create safe school environments that meet students' social, emotional and health needs.			
What capacity does the district have to partner with the organizations or agencies as described above?			
What barriers exist to partnering with organizations and agencies and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Extending or restructuring the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff. (optional) The OPI is providing on-site staff support for these kinds of activities and will provide research-based supports throughout the grant period to assist the district in their efforts to provide rigor and relevance. This can be accomplished and the OPI will assist the district in providing support through MBI and coordinate additional support through the community liaison's tribal partnerships.			

Describe how the district will extend or restructure the school day so as to add time for such strategies as advisory periods that build relationships between students, faculty, and other school staff.			
What capacity does the district have to extend or restructure the school day?			
What barriers exist to extending or restructuring the school day and how will these be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

Resources:
Milestones/Assessment/Evidence:

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(C) Implementing approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment. (optional) Even though you don't designate this as one of your activities, the OPI will provide on-site staff support for these kinds of activities and will provide research-based supports throughout the grant period to assist the district in their efforts to provide a safe and secure environment.			

Describe how the district will implement approaches to improve school climate and discipline, such as implementing a system of positive behavioral supports or taking steps to eliminate bullying and student harassment.
What capacity does the district have to implement approaches to improve school climate and discipline?
What barriers exist to implementing approaches to improve school climate and discipline and how will these be overcome?
Action Steps/Person responsible for each step/Date each step will be done:
Resources:
Milestones/Assessment/Evidence:

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(D) Expanding the school program to offer full-day kindergarten or pre-kindergarten. (optional)			

Describe how the district will expand the school program to offer full-day kindergarten or pre-kindergarten.
What capacity does the district have to expanding the school program to offer full-day kindergarten or pre-kindergarten?
What barriers exist to expanding the school program to offer full-day kindergarten or pre-kindergarten and how will these be overcome?
Action Steps/Person responsible for each step/Date each step will be done:
Resources:
Milestones/Assessment/Evidence:

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

(4) Providing Operational Flexibility and support
(i). Required Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Give the school sufficient operational flexibility (such as staffing, calendars/time, and budgeting) to implement a fully comprehensive approach to substantially approve student achievement outcomes and increase high school graduation rates. *Current schedule with collaboration time in the morning reflects that flexibility. The OPI will contract with a school finance consultant to assist the SIG schools in this area.*	School Administration and OPI	July 21st start of implementation UP and running August 25th	On going school year 2010-2011

What different operational flexibility will the school have in relation to staffing? We combined the seventh and eighth grade class to implement new curriculum and to separate them from the high school students both instructionally and physically. We have intensified the instruction in language arts and math by lengthening the time block. We have flexible grouping with time for interventions. Remediation time will provide students with flexible grouping, data driven instruction, as well as one to one or small group instruction. Staff will be supported in this targeted instruction by the district instructional coach and other staff members in the core area. Teacher collaboration teams support staff to improve instruction and thematic development.
What different operational flexibility will the school have in relation to school calendars and instructional time? Schedule has been adjusted to increase instructional time.
What different operational flexibility will the school have in relation to budgets? New curriculum adopted and paid by OPI allows for use of funding from the district in other areas of need not covered by the grant. The Frazer School district has multiple sources of funding, including several Title budgets and general fund dollars. The SIG team will present all revenue request to the entire team followed by approval by the Administrative Leadership team (ALT) and ultimately to the Board of Trustees. The SIG action plan will outline additional funds needed to provide necessary changes within the district. The SIG team, along with the superintendent's support, will communicate with the Montana Office of Public Instruction to access any SIG dollars. The district clerk will work with the OPI finance staff to acquire these funds through the protocol outlined by the state. In-district staff will complete the necessary requisitions and travel reimbursements in order to meet state requirements.
What capacity does the district have to grant operational flexibility to the school? The Frazer School Board of Trustees ultimately approves expenditures for the district, however the Superintendent and the district clerk bring the expenditure requests before the Board. The financial statements are presented to the Board at each regularly scheduled monthly meeting. It is important for the Board of Trustees to stay in contact with the Fort Peck Tribal Council to assure that students remain in school and communicate with the resource officer about the students with high truancy rates.
What barriers exist to granting operational flexibility to the school and how will those be overcome? Informing the board of trustees to the level where all expenditures and revenues are understood and approved. The Superintendent and Transformational leader must keep the Board abreast of all requests in a timely manner.
Action Steps/Person responsible for each step/Date each step will be done: SIG team calendar development; SIG Team; ongoing monitoring with necessary revisions through 2013 District Clerk will work with OPI regarding reimbursement procedures; District Clerk; September- ongoing through 2013 -- Communication protocol to and from OPI will be identified by the SIG unit director; Nancy Coleman; August 15 -- Board Communication-Superintendent and Transformational Leader-ongoing, but at least monthly -- Develop a web site and add a Schools of Promise link to the homepage.

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

Resources: Purchasing and reimbursement procedures currently in place in the district as well as required by OPI
Electronic means, such as email and fax
Board Packets
District of Schools of Promise website
Fort Peck Tribal Council support

Milestones/Assessment/Evidence: Calendar development-completed document-distribution to all staff-completed August 25,
Development of the Schools of Promise website-actual launching of the website-ongoing
Tangible evidence of Board minutes regarding budget updates, etc. by the Superintendent and Transformational leader

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA, the SEA, or a designated external lead partner organization (such as a school turnaround organization or an EMO). This is a required part of this federal grant and all related expenses are figured into the main overall OPI Budget for SIG.	Superintendent, SIG team, Technology team, Transformational coach	August 21	May 2011

Describe how the district will provide ongoing, intensive technical assistance a related support. Include the entity that will provide the support, key elements of the support, key personnel and key timelines in the description. The Frazer Public School District will enter a memorandum of agreement with the Montana Office of Public Instruction to provide intensive technical assistance to all stakeholders. The SIG will provide support personnel including the Transformational Leader, the instructional coach, the board coach and the community liaison. The SIG grant application includes these key personnel in the implementation of new research based interventions, staff development support, and curriculum support. The Transformational Leader has key responsibilities related to implementing the school improvement process, team building, SIG action plan implementation, budget assistance, and acquisition of other support resources. The instructional coach will assist staff with curriculum and instruction support, as well as assistance with all forms of student assessment, differentiating instruction, lesson planning, modeling, and scheduling. The school board coach is instrumental in assisting the Board of Trustees with policies and procedures relating to the continuous school improvement process. Additionally, this individual is responsible for researching for board members the impact of decision on student achievement. Connecting the Board with other resources, such as the Montana Schools Boards Association and the NSBA will assist the Board in their rode of support to increase student achievement. The community liaison will be instrumental in building connections between community members, parents, and in district personnel. Additionally, the community liaison will assist in connecting other social service agencies and programs that will assist student overall health and well-being.
What capacity does the district have to ensure that the school receives ongoing, intensive technical assistance and related support? The Frazer School currently has the personnel in place to provide the school with ongoing, intensive technical assistance and related support. The community liaison person is the only one not hired as yet. Additionally, a Schools of Promise School Improvement Team is in place.
What barriers exist to ensure that the school receives ongoing, intensive technical assistance and related support and how will these be overcome? Ensuring the school district that qualified, dedicated individuals will be hired, trained, and committed to the students in the Frazer Schools. The state hiring practices must ensure these individuals are up to the challenge(s) of a high needs population and the complex variables that exist in the district.   Garnering stakeholder support for this assistance is critical. Significant time must be spent on team

building, trust building, and relationship building by all concerned parties for this partnership to be successful.
Action Steps/Person responsible for each step/Date each step will be done: Hiring of Schools of Promise Transformational Leader, School Board Coach, and Instructional Coach; OPI; completed September 2010. Community Liaison still to be hired.   SIG team planning meetings; Frazer SIG team and Transformational Leader, June through present- Ongoing monthly meetings through 2013   New Reading/math research based Program staff development; Jennifer Cunningham and Carolyn Rusche (OPI), July 2010 through 2013
Resources: OPI Schools of Promise Leadership Team (State Level)-BJ Granberry, Mandy Smoker-Broaddus, Deb Halliday, Nancy Coleman, (Courtney Peterson and Donnie Wetzel), and Sarah Pierce
Milestones/Assessment/Evidence: Hiring of all SEA support personnel

(4) Providing Operational Flexibility and support

(ii). Permissible Activities

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(A) Allowing the school to be run under a new governance arrangement, such as a turnaround division within the LEA or SEA. (optional)			
Describe the new governance arrangement under which the school will be run.			
What capacity does the district have to implement a new governance arrangement for the school?			
What barriers exist to implementing a new governance arrangement for the school and how will those be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			
Resources:			
Milestones/Assessment/Evidence:			

Implementation Steps Aligned with Chosen Model	Person Responsible Overall	Implementation Timeline	
		Begin Date	Target Date for Completion
(B) Implementing a per-pupil school-based budget formula that is weighted based on student needs. (optional)			
Describe the per-pupil school-based budget formula weighted based on student needs that will be implemented.			
What capacity does the district have to implement a per-pupil school-based budget formula that is weighted based on student needs?			
What barriers exist to implementing a per-pupil school-based budget formula that is weighted based on student needs and how will those be overcome?			
Action Steps/Person responsible for each step/Date each step will be done:			

Resources:
Milestones/Assessment/Evidence:

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

The submitted budget narrative includes many items not included in District Action Plan such as educational field trip, band equipment, outdoor physical and occupational therapy facility, etc.

Please indicate the funding sources and amounts provided to support the school for each year		2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds	E	412353.22	526312.55		
	H	402493.70	477296.38		
Local Funds	E	134179.53	130716.39		
	H	155570.02	122057.42		
SIG 1003(g) Funds		$0	307935.00 **799203.00**	*******	
School Improvement 1003(a) Funds	E	94843.00			
Title I, Part A: Improving Basic Programs	E	166107.08	173169.00		
Title I, Part C: Migrant Education	E H	411211.34 223523.91			
Title II, Part A: Teacher and Principal Training and Recruiting Fund	E	16320.73	30568.00		
Title II, Part D: Enhancing Education Through Technology			944.00		
Title III, Part A: English Language Acquisition	E	$0	$0		
Title IV, Part A: Safe & Drug-Free Schools and Communities	E	3128.61	$0		
IDEA Part B	E	82889.29			
Carl Perkins	H	5940.00	6315.00		
Other: JOM Vo-Ed	E H	18471.40 643.00	9500.00		
Other: Character ED Deferred Maint & Energy Efficiency	E H	16610.03 6500.00	$0 $0		
Other: Title VII Indian ED ARRA-Title I Part A	E E	17136.55 165418.97	24797.00 $0		
Other: State & Fed Aggregate Reading First	E E	76570.33 6858.29	? $0s		

LEA School Improvement Grants 1003(g) District Action Plan for Tier I: Transformation Model

Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this plan::

Other Resource	Describe how it aligns with and enhances intervention

Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

Funding:
Hiring Practices:
Supporting Professional Development:
Changes made in Policies and Practices:
Other:

LEA SCHOOL IMPROVEMENT GRANTS 1003(g)
Assurances and Waivers Signature Page

> **A.   ASSURANCES: An LEA must include the following assurances in its application for a School Improvement Grant and must indicate which of those waivers it intends to implement.**

The LEA assures that it will—

(1) Use its School Improvement Grant to implement fully and effectively an intervention in each Tier I school that the LEA commits to serve consistent with the final requirements;

(2) Establish annual goals for student achievement on the State's assessments in both reading/language arts and mathematics and measure progress on the leading indicators in section III of the final requirements in order to monitor each Tier I school that it serves with school improvement funds, and establish goals (approved by the SEA) to hold accountable its Tier III schools that receive school improvement funds;

(3) If it implements a restart model in a Tier I school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements; and

(4)   Report to the SEA the school-level data required under section III of the final requirements.

> **B.   WAIVERS: If the SEA has requested any waivers of requirements applicable to the LEA's School Improvement Grant,**

The LEA must check each waiver that the LEA will implement. If the LEA does not intend to implement the waiver with respect to each applicable school, the LEA must indicate for which schools it will implement the waiver.

❑ Extending the period of availability of school improvement funds.

_____

Name & Title of Authorized Representative

_____

Signature of Authorized Representative   Date